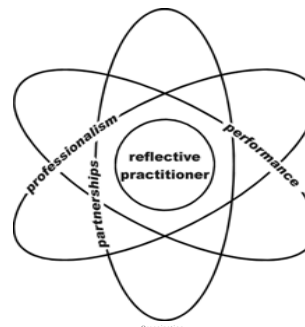


PARTICIPANTS

WILL RECEIVE:

- Materials used in the workshop—including interactive computer software, vocabulary books, materials for strategy instruction—valued at \$800 per participant
- Materials for strategy instruction connected to make and take sessions valued at \$100 per participant
- Stipend for travel and food
- Professional development credit toward recertification



Sponsored by:
The Teacher Preparation Academy
The University of Tennessee at Chattanooga
615 McCallie Avenue
Chattanooga, TN 37403

Dr. Kay W. Cowan,
Project Director
201 C Hunter Hall
Fax: 423-425-5380
Telephone: 423-425-2123

SPONSORED BY:
THE TEACHER PREPARATION
ACADEMY

VOCABULARY **ACROSS** **THE CONTENT AREAS**

FUNDED BY:
TENNESSEE HIGHER
EDUCATION COMMISSION

PROJECT DIRECTOR:
DR. KAY COWAN
423-425-2123



VOCABULARY ACROSS THE CONTENT AREAS

This workshop, presented by the University of Tennessee at Chattanooga, is designed for middle school teachers and is open to teachers of all content areas. It will provide participating teachers with a range of hands-on activities and strategies to connect to their content area—such as the use of arts-based literacy strategies, vocabulary software programs, and the use of internet sites. The workshop will provide a one day workshop (April 19), a one-week summer workshop (June 9-13), and on-going internet support. Participants may register (at no expense) for three hours graduate or undergraduate credit in reading as part of the workshop. Participants will receive materials that are used in the workshop for their classrooms as well as a stipend for travel.



Tentative Workshop Schedule

Module 1:

- I. Rationale for Vocabulary Instruction
 - Words learned from context
 - So, I know a word???
- II. Development of Vocabulary (how to build on what they've learned in the elementary grades)
 - Word sources for vocabulary development
 - Sequencing for teaching words to children
 - Interacting with words
- III. Development of Vocabulary in the Middle Grades
 - **Self selection of meaningful words in the content areas**
 - **Student teams and vocabulary development**
 - **Why the word is critical to concepts of a topic or chapter.**
 - **Selecting target words from text**
 - **Using a story as the context for vocabulary discussion**

Module 2 Vocabulary in Strategic Reading Instruction

- Graphic organizers
- Connecting vocabulary and strategic reading instruction
- Word plays
- II. Vocabulary in Literature-Based Reading
 - Individual reading approach
 - Literature as a unit approach

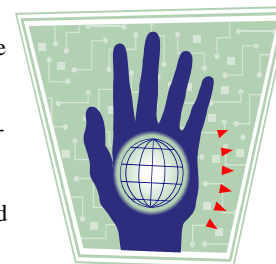
- Literature and the core book approach
- III. Vocabulary in Content Areas: A New Twist
 - A. New meaning for known words
- Vocabulary focused K-W-L
- Teaching new words for known concepts

Module 3

- I. Vocabulary and students w/ disabilities
 - A. Assistive technology in vocabulary development
 - B. Low tech assistive technology
 - C. High tech assistive technology
- II. Computerized instructional technology
 - EdMark: A sight vocabulary reading program
 - Hypertext
 - Anchored instruction

Module 4

- I. Culture and Literacy
 - Cultural expectations for vocabulary development vs. school expectations
 - Oral Language and written language acquisition
- II. What children bring as a framework for building vocabulary
 - Building on experiences to introduce new words
 - The importance of text-to-self connections
- III. Making Transition to School Language
 - Vocabulary and Oral presentation
 - More Strategies



Vocabulary:
Our window to the world